

Ostrander Elementary S.I.T. Action Plan 2025-2026

1. At Ostrander, we will focus on student learning using Professional Learning Communities (PLCs).				
Goal: Throughout 2025-2026, Ostrander teachers will continue to work collaboratively in PLCs to support student learning.	The following key strategies that will be used to accomplish this goal are: • We will align our instruction to the NYS standards. • We will review assessments to assist with progress monitoring. • We will meet vertically and horizontally. • We will share best practices.			
Activities for Achieving Goals/Strategies	Resources	Timeline	Who Is Responsible?	Monitoring Implementation
Teachers will vertically align math instruction between grade levels, adjusting curriculum maps and instructional practices as needed to meet student needs and increase achievement.	• Principal • Teachers/Staff • PLC groups • STAR Data • Benchmark Data • Formative Data • Summative Data • Reading assessments • State Assessment Data	September 2025-June 2026	• Principal • Teachers/Staff • Students • PLC groups • ENL, Reading & Math AIS Teachers	• Walkthroughs/Observations • Classroom Visits • Collection and Analysis of Shared Data • PLC Meetings • Teacher Input and Feedback • Meetings with Building Principal • Professional Development Opportunities • MTSS Interventions and Strategies • Use of Curriculum Maps, District Benchmarks, and Assessment Calendars • Goal Setting and Progress Monitoring
Teachers will continue to discuss and implement writing standards based on the district scope and sequence, ensuring alignment both horizontally and vertically.	• Principal • Teachers/Staff • PLC groups • STAR Data • Benchmark Data • Formative Data • Summative Data • Reading Levels • State Assessment Data	September 2025-June 2026	• Principal • Teachers/Staff • Students • PLC groups	• Walkthroughs/Observations • Each PLC will continue to meet, share, and discuss. • Professional Development • Teacher Input and Feedback • Use of Curriculum Maps, District Benchmarks, and Assessment Calendars • District Scope and Sequence • Goal Setting and Progress Monitoring

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2. At Ostrander we will continue to provide a positive and inclusive school environment.				
Goal: Throughout 2025-2026, Ostrander's faculty, staff and community will continue to promote a positive school climate that is respectful of individual differences and provides the best opportunity for learning.	The following key strategies that will be used to accomplish this goal are: • Continue to use the check in survey to assess students' readiness to learn. • Continue to use the PBIS rewards point system. • Use community circles in the classroom to foster interactions that build community. • Create a yearlong timeline of activities/assemblies that follow our PAWS promise.			
Activities for Achieving Goals/Strategies	Resources	Timeline	Who Is Responsible?	Monitoring Implementation
The Student Support Team PLC will continue to use the daily check-in schoolwide for students to assess their mental health status as it relates to being ready to learn. Strategies/interventions will be provided to students based on that data.	• Principal • Teachers and Staff • Social worker • Intervention Specialist • Psychologist • NYS SEL Standards • Great Body Shop Curriculum • Too Good for Drugs • Morning Meeting • Responsive Classroom	September 2025-June 2026	• Principal • Teachers and Staff • Intervention Specialist • Social Workers • School Psychologist • PBIS Committee • Students • Parents and Families	• Increase in Attendance • Decrease in Referrals • Student Participation/Motivation • Increase in Positive School Climate • Less Behavior Management Issues • Feedback from Faculty and Staff, Families, and Students
We will develop two Family Engagement Nights (fall and spring) to increase parent involvement and promote student success and wellness.	• Principal • Teachers and Staff • Social worker • Intervention Specialist • Psychologist • PLCs • PBIS Committee • Parents and Families	September 2025-June 2026	• Principal • Teachers and Staff • Social Workers • Intervention Specialist • School Psychologist • PBIS Committee • Students • Parents and Families	• Increase in Attendance • Decrease in School/Class Avoidance • Decrease in Referrals • Student Participation/Motivation • Increase in Positive School Climate • Less Behavior Management Issues • Feedback from Faculty, Staff, Families, and Students